

Narration Notes for the 2009-10 NECAP Test Administrator Presentation

Slide 1: Hello and welcome to the Fall 2010 NECAP Test Administrator Presentation. This presentation has been recorded in an audio format to allow test coordinators and test administrators that may not have attended the regional test administration workshops held in their state the opportunity to view this presentation at a time that is most convenient to them.

The intent of this presentation is to provide essential information to test administrators to ensure that NECAP tests are administered to students in a consistent way across schools in all four NECAP states.

It will be most helpful if you have a copy of the NECAP Test Administrator Manual in front of you as we go through this workshop.

Slide 3: This slide provides a listing of the topics that will be covered during this presentation. The intent of this slide is to allow you the option, if desired, to go right to a particular topic in this presentation by clicking on the underlined text.

Slide 4: Before we get started, the NECAP state departments' of education and Measured Progress, the states testing contractor, want to sincerely thank all test administrators for your efforts during testing. Administering NECAP correctly is essential for ensuring an equitable experience for students across our four states. By adhering to the instructions for testing and maintaining test security during testing, you are ensuring that the assessment is administered consistently in schools across the four NECAP states. This allows for comparability of results from year to year and group to group.

Slide 5: The purpose of this presentation is to review key information with test administrators to ensure that

- secure test materials remain secure at all times,
- standardized testing procedures are consistent across all schools,
- accommodations are provided appropriately for students who need them, and
- students and staff are prepared for a positive and productive assessment experience.

Please note that test administrators in Maine should ignore references to grade 11 testing throughout this presentation.

Slide 6: If you have a question, the first thing you should do is to refer to your copy of the NECAP Test Administrator Manual for the grade level of the test you will be administering. If after reading the manual you still have a question or need further clarification or if you need additional test materials, please contact the test coordinator for your school.

If your test coordinator has questions about test materials or test administration procedures, he or she should contact the NECAP Service Center at 1-877-632-7774, Monday through Friday, between the hours of 8am and 4pm. If your test coordinator has a question about a particular testing situation, test security, or policy, he or she should contact your state's department of education.

Slide 7: This slide provides the name, address, and phone number of the contact person at the state department of education in each state. The web address for each state's department of education website is also listed.

Slide 8: What's New this year? – First of all, computer-generated student responses (which are allowed using the R4 accommodation) no longer need to be transcribed into a student answer booklet. More information on computer-generated student responses, including instructions for returning them to your coordinator, will be covered later in this presentation.

You may recall that last year students participated in the writing pilot which was conducted to field test new items. Those items were then used to create five operational test forms to be used over the next five years. This year grade 5 & 8 students will be tested in writing and results will be generated and returned to schools in January 2010 with reading and mathematics results. The writing test design is similar to past years where each student will answer 10 multiple-choice and 3 constructed-response questions in session 1 and a single on-demand writing prompt in session 2.

Also new this year, teachers in grades 5 & 8 will be asked to provide teacher judgments of how they feel their students will perform in the classroom in writing this year. Your test coordinator will provide you information about the process and how to provide your judgments.

The mathematics tests for grades 8 and 11 do not contain any items that will require the use of a protractor so they will not be provided in your schools test materials shipment this year.

The mathematics reference sheets for grades 8 and 11 have also been revised this year. These new reference sheets will be provided in your schools test materials shipment this year. The reference sheets can also be obtained and downloaded from your state department of education website.

Lastly, NimbleTools has been offered to grade 11 schools to administer NECAP tests in reading and mathematics to students who require accommodations. More information about NimbleTools will be covered later in this presentation.

Slide 9: Who does what? – This slide lists the different responsibilities for the Test Coordinator and Test Administrator before, during, and after testing. The dark blue boxes highlight the significance of the responsibilities of the test coordinator that occur before and after testing while the most important responsibilities of test administrators occur during testing when they are administering the test to students.

Please refer to page *iii* of the *Test Administrator Manual* for the complete checklist of test administrator responsibilities.

Slide 10: The test sessions for grades 3 through 8 contain 3 sessions each for reading and mathematics and at grades 5 & 8 only, 2 sessions of writing. For grade 11 there are 2 sessions each of writing, reading, and mathematics. All grades contain a student questionnaire that is to be completed by students at the conclusion of testing.

Please refer to page **5** of the *Test Administrator Manual* for a detailed session and timing chart for each grade.

Slide 11: This graphic shows the minimum testing time by grade for each test session as well as how much additional is allowed before an extended time accommodation is needed. Your test coordinator will schedule 90 minutes for each session regardless of grade level or content area.

It is important to know that ALL students are allowed the additional time noted for their grade before an extended time accommodation is needed. If ALL students that you are testing finish before 90 minutes, testing may be

concluded for that session. However, all students must sit for the minimum session time even if all students have finished the test. Students who will need more than 90 minutes must have an extended time accommodation determined and planned for **PRIOR** to testing.

Slide 12: With that being said, what if a single student needs extra time beyond the 90 minutes and an extra time accommodation was **NOT** planned for ahead of time?

Please don't let yourself end up in this situation. Consider the pace your students work while in your classroom. If you feel there is a possibility that a student **may** need additional time, approve and plan for the accommodation before testing begins. Remember, just because the accommodation is approved in advance does not mean that the student **must** use the extra time. If it turns out the student does not end up needing the extra time that is fine. Just be sure that you do not record the extended-time accommodation on the answer booklet if it does not end up being used. Only accommodations that were actually used should be bubbled on a students' answer booklet.

However, if you do find yourself in this situation, contact your test coordinator and have him or her immediately contact your state department of education for further instructions.

Slide 13: **Test coordinators** are responsible for the determination of approved test accommodations by an educational team based on the following considerations:

- Accommodations are available to all students on the basis of individual need regardless of disability status.
- Accommodations must be consistent with those used during the student's regular classroom instruction, including test taking.
- Accommodations must be determined **prior** to testing.

If you are assigned to administer the test to students with accommodations you must:

- review the *Accommodations Guide* which is available on each state's DOE website, for detailed information about accommodations.
- be able to appropriately administer the accommodations required for the students assigned to you, and
- appropriately and accurately document the accommodations that were used by a student.

Slide 14: Please remember that testing accommodations must be approved by an educational team for individual students; they are not designed for use with entire classrooms. They should not give students unfair advantages. Rather they are meant to remove barriers that may exist due to a student's learning style or disability.

Slide 15: The NECAP Table of Standard Test Accommodations contains the following types of accommodation codes:

- T for Timing
- S for Setting
- P for Presentation formats
- R for Response formats
- O for Other accommodations, and
- M for Modifications

If you use an "O" accommodation that is not authorized with WRITTEN approval by your state department of education, it will result in no credit for impacted test sessions. Test coordinators are responsible for contacting your state department of education for approval of "O" accommodations prior to testing.

Using any "M" modifications will invalidate the session(s) in which the modification was used and no credit will be given for those test sessions.

Please contact your test coordinator if you have any questions about the use of any accommodation or modification.

The complete Table of Standard Accommodations is located in Appendix C of the *Test Administrator Manual*.

Slide 16: Computer-generated student responses –

- Test Accommodation R4 allows students to respond to test items on separate paper, a computer, or similar device. Like all accommodations, R4 is intended to be used on an individual basis - NOT for entire groups of students.
- New this year, for students who respond via a computer, schools are no longer required to transcribe **computer-generated** hard copy student responses to non-multiple-choice test items for students using accommodation R4. (Students who respond on special-sized paper or

- paper with large lines, and the like must STILL have their responses transcribed in order to be scored.)
- Student responses generated on a computer must be printed out and included with the student's answer booklet. These printed pages must follow the specifications outlined in Appendix E of the *Test Administrator Manual* in order to be scored. Follow these specifications carefully if you have students using this accommodation.

Slide 17: NimbleTools is a computer-based system that provides universal access to test content by embedding accessibility and accommodation tools directly into the items as they are presented to students online.

- This year, NimbleTools is available to grade 11 schools in NH, RI, and VT.
- Qualified schools have the opportunity to allow students to use this accessible computer based test system to take the 2010 Grade 11 Mathematics and Reading NECAP assessments.
- Schools MUST have attended a workshop given by staff from NimbleTools to be considered qualified and have students use this technology.
- Students MUST also complete a pre-test to familiarize themselves with the testing environment prior to taking the NECAP tests.

Slide 18: An important responsibility of a Test Administrator is to read the *Test Administrator Manual* in its entirety before testing. The manual contains vital information and instructions that are needed to be able to successfully administer the NECAP tests.

As a test administrator, you should also attend a meeting with your test coordinator to review important school level information like the testing schedule, arrangements for providing test accommodations, and which students have been assigned to you for testing. This meeting is also the opportune time to review and discuss any questions you have about testing procedures covered in the manual.

Lastly, as a test administrator you should also review the test materials you receive from your test coordinator to ensure that you have everything you need.

Slide 19: When your test coordinator provides you a prepared set of materials for the students you have been assigned to test, please make sure you:

- Inventory and count all test materials. If you find you do not have enough materials or you notice any discrepancies, see your test coordinator.
- Do not separate the answer booklets from the test booklets since they are paired by test form.
- Ensure that each booklet has been clearly assigned to a specific student.
- Confirm that you have sufficient numbers of all materials needed for testing including (#2 pencils, scratch paper, calculators, ancillary materials, etc.)
- If you are administering the test using a read aloud accommodation to a small group of students, confirm that you have been given the same form of the test for all of the students. (The form number is indicated on the test booklet cover and within the brackets on the answer booklet.)

Slide 20: Calculators –

- It is important to note that items on the test are designed to be solved without the use of calculators. The decision about whether or not to allow students to use calculators is made at the local school level by your principal or test coordinator.
- However, if it has been decided to allow their use, calculators are permitted only during Sessions 2 and 3 of the grade 3 through 8 mathematics test and Session 2 of the grade 11 mathematics test.
- Calculators are NOT permitted on Session 1 of the mathematics test for any grade.
- If your school does not have enough calculators for all students, students may use their own but students may not share calculators during testing.
- A four-function calculator is sufficient; however, students may use a scientific or graphing calculator if it does not contain prohibited features.

Please refer to pages 6-7 of the *Test Administrator Manual* for additional information about prohibited features on calculators.

Slide 21: Ancillary Materials –

- During Session 2 and Session 3 of the mathematics test at grades 3 through 8, schools may decide to provide students with the *NECAP Multiplication Table* and/or *NECAP Hundreds Chart*.
- Combined use of the *NECAP Multiplication Table* and/or *NECAP Hundreds Chart* **together** with a calculator is not recommended since using all three is often unmanageable for students.

- If your test coordinator decides these ancillary materials will be provided to students, schools **MUST** use the official NECAP versions provided on each state's DOE web site.

Slide 22: Please remember that during testing, students may use **only** the materials permitted for the assessment. Allowable materials are listed in the *Test Administrator Manual* in the instructions for administering each test session.

Slide 23: When Preparing Students for Testing –

- Test Administrators should support and encourage their students to do their best during the testing period.
- It may be helpful before testing to use the NECAP Practice Tests and the *Test Taking Tips for Teachers to Share with Students* document that is available on each state's DOE website to familiarize your students with the test format.
- Test Administrators should explain to their students that all their answers must fit within the answer space in the student answer booklet or they will not be scored. Test Administrators can use the *NECAP Practice Test Student Answer Booklet* to familiarize students with the size of answer spaces.
- If you typically instruct the group of students you will be administering the test to, it may be helpful to explain to the students the different role you have as a test administrator. You could say something like: “We are about to take an important test. During the test, my job is to make sure the test is the same for everyone. I won't be able to answer your questions the same way I do during our regular class time.” This helps students understand that your role as Test Administrator is different than your role as their teacher.

You can refer to page 7 of the *Test Administrator Manual* for additional information about preparing students for testing.

Slide 24: Please remember that although reviewing prior years' released items may help familiarize students with the test format, using the **current** year's test materials is a violation of test security and testing procedures.

Slide 25: Test-Taking Strategies for Students – During testing a student may

- circle, underline, or mark text in the Student Test Booklet.
- Students can use post-it notes for example to flag test session stop signs.

- Students can also use a plain (non-ruler) straight edge (e.g., scratch paper) to assist with visual tracking while they read.

Two important reminders for test administrators are that:

- Highlighters are not permitted for students in grades 3 & 4 because an integrated test/answer booklet is utilized. Highlighters are permitted at grades 5-8 & 11 in the **test booklet only**. The reason highlighters are not allowed to be used with integrated booklets and answer booklets is because these documents are electronically scanned and highlighters can bleed through individual pages making it appear as though answers are bubbled when they really are not.
- Any post-it notes or similar inserted material must be removed before the answer booklet is returned for scoring.

Slide 26: When preparing the test site

- It is important to ensure that no students are either advantaged or disadvantaged by their testing environment.
- Students should also have sufficient space to do their work and they should not be able to see other students' answer booklets.
- Reference materials, including those on the classroom walls, must not be available to be used by students.
- Any reference materials printed or attached to student desks must be removed or covered.

Slide 27: What if my classroom is filled with reference materials that would be extremely difficult to remove during testing?

In order to provide a consistent test administration across schools and to be fair to all students, these materials **MUST** be either removed or covered up. This includes materials posted on walls, taped to desks, prompts for individual students, etc. Leaving these materials accessible to students is a violation of testing procedures.

To comply with this requirement you may want to consider creative ways to make these materials unavailable to students. For example, you could have students temporarily tape newspaper over large posted materials. Or turn their desks around in an opposite direction. Another suggestion could be to post motivational signs over the reference materials. It is important to remember that whatever you do you must prepare your classroom ahead of testing.

- Slide 28: Shortly before testing, you should
- identify a secure, locked location for storing your test materials between test sessions
 - you should encourage students to bring something to read if they finish a test session early
 - you should familiarize yourself with the session scripts that you will read to students during testing
 - and acquire a test booklet and answer booklet to use when reading the directions to students
 - lastly, you should post a “Testing - Please do not disturb” sign on the classroom door

- Slide 29: Test administrators play a very important role during testing. Your key responsibilities are to:
- Ensure that students use only the test materials assigned to them before beginning each test session
 - Follow the instructions in the *Test Administrator Manual* to ensure a standardized testing environment
 - Provide comfortable and adequate workspaces
 - Provide accommodations as determined by the student’s educational team prior to testing

- Slide 30: Test administrators should also
- Maintain the security of test materials between sessions
 - And notify your test coordinator when a student misses a session or if there are any testing irregularities

It is important to remember: that you should not allow students to handle test materials except when the student is actively testing. (For example, a student should not be handed a test booklet and told “take this to your small-group testing location.”) Students should never be walking unsupervised with test materials to another location.

- Slide 31: At the beginning of each test session, you will read scripted general test directions to all students. During the introduction to a session:
- you **may** repeat the scripted directions for students as needed,
 - you **may** check that students understand the scripted test directions before proceeding, and
 - you **may** answer questions the students have about the directions.

Slide 32: Two of the questions that the NECAP states have often heard are “Why are students instructed to write their names on their answer booklets if it already has a student label on it or has bubbled information and why are so many of the test session directions repetitive?”

The reason that students are asked to write their names on the upper left corner of the cover of the answer booklet is because even with a student label or bubbled information on the booklet, occasionally a school will return a booklet with a label AND bubbled information on it that conflict with each other. In these instances, having the student’s handwritten name on the answer booklet helps the states identify which student the answer booklet belongs to.

Also, the directions are intentionally repetitive and formulaic to ensure a standardized test administration across the four NECAP states. All students should be provided the same instructions at the start of every session, including makeup sessions to ensure consistency across schools.

Slide 33: Active monitoring is an extremely important responsibility of a test administrator. During testing

- you should walk around the room to ensure students are working independently.
- You should also check to be sure students are working in the correct session, marking answers in the appropriate answer spaces, and are stopping when they reach the end of the session.

Slide 34: In addition,

- you **may** answer questions about the **very few** test navigation directions found inside the test booklet (Examples would be things like ‘Mark your answer to question number 15 on page 4’, or ‘Go on to the next page’, or ‘Stop’.)
- you **may**, upon student request, pronounce single words in the mathematics and writing sessions only.
- However, you **may not** read entire sentences to students.
- You also **may not** read anything to students during the **reading** test — **including** single words.
- You **may not** pronounce mathematical symbols or numbers written as numerals during the **mathematics** test.

Slide 35: Please remember that under no circumstances are students to be prompted to revise, edit, or complete any test questions during or after testing.

Slide 36: The next few slides present frequently asked questions that are received from schools during testing and the appropriate response. What if a student arrives for testing with an injury to his arm? Does the student still need to be tested?

The answer is YES. The student may utilize a Response (R) accommodation following a quick consultation with the principal and parents (abbreviated team meeting). You must seek DOE approval and further instruction if a scribe will need to be utilized for the Writing test.

Slide 37: What if midway through a test session an unexpected interruption occurs (a student becomes ill/a fire alarm goes off/student becomes distraught)? When testing is resumed should the student(s) pick up where the interruption occurred?

If a situation like this occurs, inform your test coordinator of the situation as soon as possible. The test coordinator should then contact the DOE for guidance. There are many factors to consider in order to determine the correct response in this situation. For instance “Has the student been exposed to items the student hasn’t answered yet?” Or “Has the student had an opportunity to discuss the test session with other students?” “How soon will it be possible to resume testing?” These are the types of questions that need to be discussed between the test coordinator and your department of education to determine the appropriate course of action.

Slide 38: What if as you are monitoring the students, you discover a student has worked beyond the expected stopping point for a session?

Hopefully, this will not happen since you will be actively monitoring students during each test session, but if it does:

- Step 1: Instruct the student to stop right away.
- Step 2: Record which question the student answered last.
- Step 3: After the session is over, speak with the student about stop signs.
- Step 4: Remind the student not to discuss any items with other students.
- Step 5: When testing resumes, the student may work forward from their

earlier stopping point, but may not change the answers to any questions previously answered.

REMINDER: Your test coordinator should contact the DOE if a student inappropriately shares information about questions in upcoming sessions with other students.

A helpful tip to help avoid this from happening is to use a post-it to mark the last page of the session in each student answer booklet prior to testing.

Slide 39: What if you notice while monitoring a test session that a student's answer extends outside of the answer space? Can the student erase the answer and rewrite it so it will fit?

The first step is to ask the student to stop and do not have the student erase any of his or her answers. Next please remind the student that his or her answers must fit in the answer box in the answer booklet. Only what is in the answer box will be scored. Then you should contact your test coordinator as soon as possible. The test coordinator will then need to contact the DOE to explain the situation and receive further instructions on how to handle the situation.

Slide 40: What if a student hands in his answer booklet before the session has ended and I notice he has not answered several items? Can I hand it back and instruct him to finish?

The answer is NO. You should not be looking through answer booklets and viewing student responses. You may not instruct an individual student to make changes (of any type) to his or her answer booklet after reviewing any portion of the student's work.

When a student attempts to hand his answer booklet to you before the end of the test session, you should instruct him or her to recheck it for skipped items, stuck pages, or misplaced answers before accepting it.

Slide 41: The next few slides describe test administrator responsibilities after testing has been completed.

Test administrators should

- Ensure that a test and answer booklet has been collected from every student, in addition to the copy you used during test administration.

- Follow the detailed instructions in the *Test Administrator Manual* when preparing your set of test materials for delivery to the test coordinator.
- Provide student information on the answer booklets as instructed by your test coordinator. This includes student identification information, accommodations, and not-tested reasons.
- Confirm that any answers requiring transcription have been properly transcribed and no additional pages have been taped, stapled, pasted, or otherwise attached to the answer booklets.

Additional information is included in the “After Testing” section of the *Test Administrator Manual*.

Slide 42: Preparing Braille and Large-Print Materials for Return

- Braille and large-print versions of the test come with a standard size test booklet and answer booklet.
- Some students who use Braille/large-print versions of the test also use additional technology tools to produce their written responses. For example
 - If a student produces responses using a computer, follow the instructions for computer-generated responses provided in the *Test Administrator Manual*.
 - If a student produces responses using some device other than a computer, the responses **must** be transcribed in the accompanying student answer booklet. Any student work that is not transcribed will NOT be scored.
- Both the Braille/large-print version and standard-sized version of the test must be returned to the test coordinator together.

Slide 43: Preparing Computer-generated Responses for Return

- New this year, computer-generated responses from students who use accommodation R4 do not need to be transcribed into their answer booklet.
- These detailed specifications for the computer printouts must be followed. These include:
 - Each page **MUST** contain only one student response.
 - The student’s name, state student identification number, booklet number, content area, and item number must be on each page.
 - Inserting the computer-generated response printouts in the answer booklet.

For a complete list of detailed specifications for the return of computer-generated students responses, please refer to Appendix E of the *Test Administrators Manual*.

- Slide 44: Your test coordinator will need to place certain test materials in an envelope marked “Special Handling”, so it is important that test administrators organize all special test materials together for return to your test coordinator.
- Materials that require special handling are defined as any answer booklets that are non-standard. A detailed note explaining why the booklet needs special handling **must accompany every booklet**.
 - Examples of non-standard booklets include, but are not limited to:
 - torn booklets,
 - booklets that are damaged or got wet during testing, or
 - multiple test forms or answer booklets used by one student.
 - Booklets that do not require special handling include:
 - Voided booklets
 - Unused booklets
 - Booklets for students who withdrew from or enrolled in the school after October 1, 2010
 - Booklets where standard test accommodations were used

Remember, if you have any of these materials, organize them together with a note and return them to your test coordinator.

- Slide 45: Preparing Test Materials for Delivery to your Test Coordinator –
- This is a final opportunity for you as a test administrator to confirm that all necessary documentation has been completed and all secure test materials are being returned in good condition.
 - Please make sure you deliver all secure testing materials to your test coordinator, along with a reminder of any students who missed test sessions and have not yet taken makeup sessions.
 - Lastly, after testing is finished, please complete the online *Test Administrator Questionnaire*, and provide Teacher Judgment data (if you teach writing in grades 5 or 8). Once again if you teach writing at grades 5 & 8, your test coordinator will provide you information about the process and how to provide your judgments.

Please refer to the *Test Administrator Manual* for complete instructions on returning test materials to the test coordinator.

Slide 46: Finally, we close with Test Security. Test Security is vital to the success of this four-state common assessment program.

It is critical to remember that all test items and responses to those items in the New England Common Assessment Program are secure and may not be copied or duplicated in any way, or retained in the school after testing is completed.

In addition, any concern about breaches in test security must be reported immediately to the test coordinator and/or principal of your school. The test coordinator/principal is then responsible for reporting breaches to the district superintendent and state director of assessment at your department of education.

Slide 47: This concludes the Fall NECAP Test Administrator Presentation. The NECAP state departments of education and Measured Progress hope you found this presentation informative and helpful. Thank you very much for your help in administering the New England Common Assessment Program.